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AUTHOR Bakker, Gerald R.; And Others
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ABSTRACT

Professional development of faculty is a more inclusive term than "faculty development," since it connotes concern for improving the conditions of student learning, awareness of changes in the role of the teacher and involvement with the health of the institution. The idea of professional development generates responses along a continuum. At one end there is a desire among faculty members to reaffirm their professional focus and to maintain, strengthen, and clarify their disciplinary identification. Traditional, self-generated scholarly renewal is in many instances the most appropriate form of professional development. At the other end of the continuum is a desire of teachers to change their primary professional focus from a specific discipline to the educational enterprise as a whole--for example, to consider oneself as a teacher of physics rather than a physicist who teaches. Ideas and interests along the continuum are reflected in the wide range of professional development programs currently underway. Some examples are given of programs undertaken by National Project III Fund Associates. (Author/MSE)

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TERIA
FOR THE EVALUATION, SUPPORT, AND RECOGNITION OF COLLEGE TEACHERS

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Professional Development Of Faculty

"Faculty development" has focused attention on improving the competence of individual members of the faculty as teachers. We prefer "professional development" as a more inclusive term, since it connotes concern for improving the conditions of student learning, awareness of changes in the role of the teacher, and involvement with the health of educational institutions.

The Impetus

Professional development should begin with a careful examination of institutional mission, goals, and identity, a process that requires extensive and sensitive uses of institutional research. The impetus for such examination can come from budgetary concerns, from special interest groups, or from leadership by individuals within or outside the academic community. Whatever its form, such examination generates responses along a continuum. At one end we encounter awareness among some faculty members of a desire to **reaffirm** their professional focus, to maintain their present disciplinary identification, and to strengthen and clarify that identification. Traditional, self-generated scholarly renewal is in many instances the most appropriate form of professional development.

At the other end of the continuum is an awareness among teachers of a need to **change** their primary professional focus from a specific discipline to the educational enterprise as a whole—for example, to consider oneself as a "teacher of physics" rather than a "physicist who teaches." Between the two poles a number of responses are possible; these are reflected in the wide range of professional development programs currently under way.

Several of the National Project III Associates sponsor projects that exemplify different approaches to the professional development of teachers. Those who wish more information on the examples cited throughout this report should contact the project directors who are listed on the last page.

Changes in What And How We Teach

Keeping abreast of his or her field is a major activity of the college teacher and a prime factor in maintaining competence in the classroom. Teachers spend considerable time and effort in finding ways to link up new developments in their own disciplines with how they teach. To this end, teachers talk with their peers, read source materials relevant to college teaching and, on occasion, seek consultation with specialists in matters related to college teaching.

At Earlham, a professor of chemistry is assigned half-time as a "Consultant on Teaching and Learning" for his colleagues. He spends time talking with peers about teaching concerns, observing classes, discussing syllabi and examinations, and interpreting student appraisals of instruction. Faculty members come to him voluntarily, and he is entirely separate from the official evaluation system. His activity has clear institutional support, but is just as clearly segregated from the extrinsic reward structure. And it is important in such an institutional setting that he is someone who is also learning about teaching and knows his colleagues as scholars and personal acquaintances.

A faculty seminar at The University of Michigan was formed to analyze specific instructional arrangements. The discussions soon extended to cover a wide range of issues such as: the power structure in the classroom, relations between research and teaching, the short and long term impact of the teacher, the nature of student motivation, the attitude and value changes of students, equitable methods of assessing student performance, learning theory applied to teaching, how to lead a successful discussion group, the reward structure for teaching in the University, and projections of future trends in higher education. These teachers wanted to **understand** the nature of the teaching process as opposed to learning **techniques** of "specific instructional arrangements."

At Illinois, a survey instrument is being developed for use in the evaluation of whole programs as well as individual courses. The instrument assesses levels of graduate and undergraduate student satisfaction with specific programs. Program and departmental profiles will be generated with attention given to different types of programs and the level at which they are offered. In addition, intensive interviews are being held with department heads to determine how they think instruction should be evaluated. The results will be used as the basis for recommendations on an improved evaluation system.

More specifically, teachers also seek serviceable information on the costs and benefits, strengths and limitations of new modes of instruction, for example, Personalized System of Instruction (PSI), gaming, Computer Assisted Instruction (CAI), and the use of media. These experimenting teachers need access to resources but they also need **time** to plan and implement these new forms of instruction and to draw comparisons with more traditional approaches (see **Criteria III**).

At Ohio Wesleyan a video laboratory to improve teaching in liberal arts courses allows faculty-designed and initiated experimentation with individual and group uses of micro-teaching. Videotapes showing resulting changes in teaching styles will be shared with other institutions.

Another dimension of professional development is aimed at improving teaching effectiveness in regard to the new clientele on college campuses. Course content is being adapted for a more heterogeneous group of students who differ in both aptitude and styles of learning. In some instances it is necessary to design new courses, to revise the structure of the curriculum and, perhaps, to reevaluate the assumptions on which teaching is based.

The demands and the problems facing the beginning college teacher are somewhat different than those for teachers in mid-career, or those who are thinking about retirement; a good program of faculty development will accommodate these differences. Many institutions make summer research grants available to members of their faculties. These funds are ostensibly intended to encourage research development of younger staff members and to allow older teachers to move in new directions. Very few institutions, however, have specific programs geared to the habits and the interests of the senior members of the faculty, as teachers. Techniques such as faculty interviews and career counseling are being introduced in a preliminary way. These hold promise for helping a teacher to understand the changes that occur in different stages of his or her career.

Institutional Involvement

Professional development is becoming increasingly institutionalized. Institutional concerns now intervene in an area once based exclusively on individual faculty initiative, and there seems to be little reason to expect a return to the "good old days,"—if they ever existed. Educational institutions are now accepting responsibility for shaping and organizing the opportunities and resources for sustaining the professional growth of their teachers.

The Program for Faculty Study in a Second Discipline at the University of Illinois recognizes that successful interdisciplinary activity requires, among other things, competence in two or more of the fundamental fields of learning. The high degree of specialization prevalent in graduate and professional education often prevents faculty members from acquiring such competence early in their careers. Many teachers on this campus do wish to incorporate the methodologies and knowledge of other fields into their own teaching and research, but lack the necessary competence in the second discipline. To overcome this obstacle and to facilitate communication among disciplines, five appointments will be made on a competitive basis each year whereby faculty members will be released from their regular duties for one or two semesters.

At Ball State, a program in evaluation of department heads, program directors, deans and other administrators has been initiated. This information indicates how the faculty and the staff perceive the administrative style of a particular individual.

At Ohio Wesleyan, a faculty committee on "Academic Concerns" is charged with continual reassessment of faculty positions as student and institutional needs change. This committee, along with a faculty committee on university governance which reviews budget plans, advises the administration on long and short-range policy.

The State University of New York Central Administration is evaluating three system-wide programs of teaching awards and instructional improvement grants. Particular attention is given to the effects on the recipients' teaching and self-esteem and on the practices of other teachers.

In times of fiscal difficulty and fewer openings in the professional ranks, the movement of teachers from one institution to another has become greatly reduced. When teachers feel that they cannot easily leave, they may acquire a stronger identification with their home institution. New forms of cooperation between administration and faculty will be needed to promote joint enhancement of teaching and learning.

At Ball State, a task force on faculty/institutional development has been organized to prepare recommendations and serve as a faculty sounding board for developmental issues. Two new seminars for the faculty have been initiated, one concentrating on values in higher education and the other on changing organizational dimensions.

At Ohio Wesleyan, university-wide interviews between colleagues explored professional goals, institutional mission and the meaning of liberal education. The results are being analyzed and will be used as the basis of several faculty colloquia.

In the State University of New York system, recipients of its teaching awards are convening in regional meetings to help suggest university policy for the improvement of teaching methods and materials. As in traditional disciplinary scholarship, those who excel at teaching are being asked to lead in professional educational development.

Support for Teaching

During the last ten to twenty years there has been a growing demand for effective teaching. Students and other supporters of the educational system have begun to ask for more value for their time and dollars. One institutional response to this demand has been more attention to the formal evaluation of teaching. Student ratings, peer evaluations, and departmental evaluations have become widespread, despite some faculty resistance to them. (For a more extended discussion of the use of student evaluation of instruction, see **Criteria II.**) As faculty members become more aware of the benefits of evaluation, they can focus their resistance on possible abuses of these techniques. When carefully designed and judiciously used, evaluation of teaching can enhance rather than inhibit professional growth.

At Kansas State, the Office of Educational Improvement not only makes the IDEA system of student appraisals available to faculty, but also provides diagnostic service to those who wish to explore further the student feedback they receive. The IDEA system is an integral part of a graduate level course on college teaching. A number of faculty members and graduate teaching assistants have taken the course as a part of their professional preparation. In addition, a workshop was held for departmental chairpersons to review both the purposes and the results of faculty development efforts as perceived at the departmental level.

Bucknell names three of its faculty who receive the annual teaching awards to serve as mentors for newer faculty, with the title of Presidential Professors. Thus the institution's human resources are used to enhance teaching skills and reward outstanding teachers with a leadership role.

At Ohio Wesleyan, the Faculty Teaching and Learning Committee co-sponsors workshops for teachers who want to use Purdue University's CAFETERIA system as a diagnostic device to improve their teaching. Faculty members are given a variety of opportunities to talk with each other about student evaluations of teaching, video feedback, and other forms of instructional diagnosis. In these and similar cases the emphasis is on reorienting faculty attention to specific means of gathering data and changing their teaching behaviors, rather than on judging performance for personnel decisions.

The University of Michigan has adapted the CAFETERIA system under the heading "Instructor-designed Questionnaires." A description of this procedure has been distributed to the faculty (and to off-campus readers) in **Memo to the Faculty** No. 58, "Student Reactions to Instruction."

Sabbatical leave policies are gradually being altered with a discriminating eye towards institutional as well as individual faculty purposes. More and more they are likely to be granted for faculty developmental purposes, including improvement of teaching, rather than as entitlements on a seniority basis. We view such a shift as potentially of major benefit to professional growth.

The success of professional development efforts will be determined primarily by the organizational unit of which the teacher is a part. For most faculty members this will be the department, whose mission, commitment, and resources can facilitate or block any development program. Total institutional efforts must adequately take into account the teacher's departmental membership and always seek departmental/divisional support.

At SUNY-Oswego, the Department of Psychology bases 25 percent of a faculty member's evaluation on research and 55 percent on teaching, with the remaining 20 percent negotiable. The criteria and means of evaluation are established jointly by the faculty member and the chairperson. This arrangement allows the individual teacher to focus efforts in an area of professional activity most appropriate to his or her own situation and stage of development. The department makes clear, through the chairperson, what its goals are and what its rewards will be.

At Bucknell, faculty profiles are being collected department by department with the intention of making individual, departmental and college goals more congruent as staff changes and replacements occur.

Professional development programs cannot be concerned exclusively with changes in form or technique; to be relevant for the faculty they must also address themselves to the content of instruction. At the departmental level curricular change is basically an informal process, in response to the question of what is to be taught to whom and by what means. Equally important but less frequently examined is the evaluation of outcomes: how can we determine what happens to students and faculty and to what extent this results from specific changes in curriculum and teaching?

At Bucknell, a Freshman Humanities Semester, consisting of three interrelated courses designed during a month-long summer workshop, allowed faculty members to expand their interdisciplinary horizons. Students and an outside consultant were involved in evaluating this arrangement. Prospective program evaluation and faculty evaluation were built in as an integral part of the resulting curricular change.

Some Special Roles

Implementing professional development programs in a complex institutional context requires different strategies and different roles. In many ways these roles are complementary and require different styles, strengths and approaches, making it difficult for one person to fill more than one role. It may seem best for

teams of individuals at different organizational levels to provide separate but integrated contributions to the support of professional development. Some of the roles which faculty members can fill are described by titles like:

1) **The Helper**—who can consult with other faculty members in a non-threatening way, discuss issues with them, and provide support for changes in attitudes and values.

2) **The Lobbyist**—who defends faculty ideals, and who argues for appropriate attention to the enhancement of teaching as it fits the mission of his or her institution.

3) **The Resource Manipulator**—who fosters the enhancement of teaching by making resources available and who constantly reminds the faculty of opportunities for internal and external support.

4) **The Information Provider**—who uses institutional research and public relations to examine institutional missions, to disseminate the results of faculty deliberations about those missions, and to draw attention to the enhancement programs which result.

Some Final Thoughts

Professional development may or may not yet be a "movement." There are significant programs in every part of the country, besides those cited here. Given the diversity of institutional types and resulting faculty aims which characterize a group even so small as N.P. III, no single strategy or consensus of goals is probable in the foreseeable future.

Professional development will continue to be characterized by a multiplicity of approaches, attitudes, and forms. Committed to the richness of pluralism, we find such a prospect encouraging. As we all attempt to link professional development more closely to the improvement of teaching, we would urge colleagues everywhere to consider some continuing and accelerating activities: (a) to relate research findings about student learning and adult change to the design of programs for professional development; (b) to integrate individual and institutional perspectives about the nature of professionalism and about means for supporting professional growth; (c) to increase communication between administrators and faculty aimed at keeping teachers abreast of new dimensions and programs in the area of professional development.

A college or university faculty is a group of unusually intelligent and capable men and women. Sustaining and strengthening their competence as teachers does not require massive program development; it does call for increased access to opportunities and resources relevant to their professional interests.

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The writers, the editor and the other participants in National Project III may not concur at all points but we are agreed that this topic deserves careful and positive treatment by every college and university interested in elevating the importance of teaching. S.C.E.

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This report was prepared by four members of the Fund Associate group.

Gerald R. Bakker, Earlham College
J. Bruce Francis, State University of New York, Buffalo
Charles B. Neff, State University of New York Central Administration, Albany
Stephen C. Scholl, Ohio Wesleyan University

The Multidimensional Strategies of Faculty Development

Professional growth is a complex sequence of events whose elements we are only beginning to understand fully. Although we have much to learn about that process, we are proposing a conceptual model to guide our search for effective ways to support programs for faculty development. We think that such programs might be classified and eventually implemented by using a scheme like the one presented in Figure 1.

A teacher's efforts to sustain and strengthen his or her competence as a member of the faculty can be illustrated by our three-dimensional model.

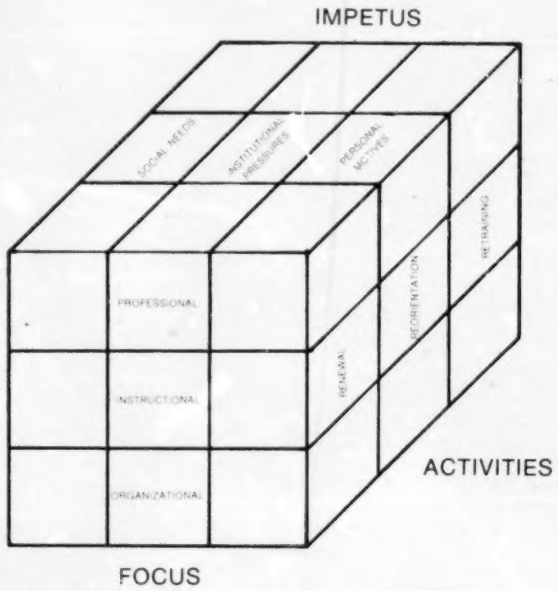

FIGURE 1
A Conceptual Model for Programs of Faculty Development

1. The **focus or aim** of the special effort.

   Professional growth. The term "professional" has a dual use: as a generic occupational description and/or in reference to the personal and disciplinary interests of an individual faculty member.

   Instructional improvement for a particular course or program of study.

   Organizational changes within the institution or between the school and the off-campus community.

2. The **modes of activity** of different programs, including:

   Renewal activities such as scholarly study, teacher improvement workshops, learning consultation, sabbaticals, and research work. These improve effectiveness by extending the frontiers of the professor's knowledge without change of emphasis.

   Reorientation activities by which faculty change the emphasis of their teaching either to a new field within their discipline, or to a combination of fields in multi- and interdisciplinary programs.

   Retraining programs in which faculty are given help in developing new skills and new expertise in cognate fields.

3. The **impetus** to change may reflect:

   Personal motives. Awareness of new values which flow from identification with scholarly norms or with changing standards of good teaching. Self-perceived dissonance can have a positive effect on professional development if accompanied by readily accessible opportunities to improve.

   Institutional pressures. When professional development plans are guided by clear understanding of institutional goals they are more likely to be effective than those which ignore the local setting. Student demands for better teaching, administrative concerns for accountability and the general institutional atmosphere are all sources of pressures for teachers to grow. Full consensus on appropriate criteria, e.g., quality of research, teaching, and service, and their fair evaluation should be sought so that individuals can be adequately rewarded for their efforts.

   Social needs. Increased educational opportunities for minorities, stronger emphasis on the vocational, technical, and communication skill requirements of the society provide impetus and direction to professional development.

The three-dimensional scheme shown in Figure 1 helps us detect gaps in our practices and suggests areas for further programs. For instance, it appears from a review of National Project III activities that programs for the personal renewal of faculty receive proportionately **less** attention than is given to retraining and reorientation activities.